



Redesign Plan

Detroit Institute of Technology at Cody

Detroit City School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Detroit Institute of Technology College Prep High School (DIT) is part of the Detroit Rising network of self-governing schools. DIT is a small school committed to building complete career and college ready students. DIT offers a rigorous project and inquiry-based learning curriculum infused with technology. The school has been in operation for six years and services 9th through 12th graders.

The majority of students at DIT participate in the Free and Reduced Lunch program with 97% African American students, 2% Arabic, and 1% Hispanic or other. The staff has experience changes each of the last three years in administration and educational philosophies. There were also transitions each year due to retirement and district reorganization. The community at large has a public library one block from the school, a Fire Department within walking distance, and a park across the street. Students also have Don Bosco Hall available a few blocks from Cody DIT to use as an academic, emotional, and recreational resource.

Detroit Institute of Technology is committed to building relationships with each student so that each student is known, accepted, affirmed, challenged, and empowered by the school culture. Students have the opportunity to participate in various extra curricular programs such as Citi Camp, the Greening of Detroit Project, Linked Learning Detroit, STEM activities in combination with various Engineering and Technology programs. The school is located just west of the Southfield Freeway on the Cody campus near accessible bus routes.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

PURPOSE STATEMENT

The Detroit Institute of Technology is to educate students from our urban community using a unique blend of rigorous, inquiry and project based curriculum integrating technology so that all students become life-long, reflective learners; develop social consciousness; and compete and thrive in a global society.

VISION STATEMENT

The Detroit Institute of Technology's vision is to develop students into leaders that value public service, and provide ethical meaningful contributions as community leaders. DIT students will provide leadership in science, technology, engineering, and mathematics through high-impact collaborative projects.

MISSION STATEMENT

Our mission is to infuse a rigorous, inquiry and research-based college prep curriculum with technology and multiple support systems that will ensure the academic and social success for all students in a safe and nurturing learning environment. We will do the following:

Provide Rigorous College and Career Experiences

Give back to the community in positive meaningful ways

Provide leaders in STEM area occupations

Utilize critical thinking skills to solve issues affecting society today and in the future

CORE VALUES

The Detroit Institute of Technology vision and mission are grounded in the overarching core values listed below. These core values will allow Detroit Institute of Technology to develop and sustain an intellectually rigorous and caring, personalized learning environment, maximizing the chances that all students will graduate and be college and career ready. These beliefs will guide staff, administration, students, and parents toward the common goal of academic and emotional success. Each core value is equally important to our mission.

- College readiness. Using an inquiry and project-based approach to curriculum and instruction, Detroit Institute of Technology students will have the skills both academically and emotionally necessary to succeed in college.

- Culturally. Students, parents and faculty are accountable for students' academic and social development and community commitment.

- Effective and efficient organization. Detroit Institute of Technology will have the protocols (policies and procedures); the structure; and the learning culture that will allow it to function effectively and efficiently.

- Every student at DIT will be known, accepted, affirmed, challenged, and empowered. We will employ Restorative conferences to monitor the
SY 2014-2015

implementation of our model and create a dynamic culture where every student will be connected to at least one adult.

- Relationships are vital for learning; by nurturing strong, positive relationships with students, we open the door for positive learning to happen.
- Some students are unsuccessful in school because they feel unconnected. All of us yearn to be contributors and feel self worth. At Detroit Institute of Technology, we will provide multiple opportunities for students to add value to our learning organization and to feel that they have made a difference.
- Each individual will be affirmed and celebrated as a student and a human being. We will recognize students who make progress towards developing academic success, who are making the commitment to attend school regularly, and who excel in emotional control and community service, etc.
- Students will be encouraged and supported to perform to the top of their potential. We will have supports in place for students who need extra assistance, and will provide additional opportunities (mentoring, DHS, 180 and other programs) for students who need more.
- The Detroit Institute of Technology will be a place where students take responsibility for their own learning. Students will recognize what they do well and build on their positives; students will analyze their work to determine what they need to do better to be successful.

PROGRAM OFFERINGS

DIT offers a variety of extra-curricular programs aimed at developing social and technological skills for lifelong learning as well as providing a rigorous college project based curriculum including Spanish, Science, Pre-Calculus, Language Arts, Social Studies Robotics and STEM. DIT also supports student learning using ACT prep courses, E2020, InsideOut Literacy. DIT also offers extracurricular enrichment through the Engineering Society of Detroit Future Engineers program, Michigan Youth In Governance, Youth Voice, Student Council, City Year, Women of Tomorrow mentoring program, Detroit Energy Youth Squad, the Greening of Detroit.

STUDENT EXPECTATIONS

Students are expected to monitor their own learning process and participate in at least one of the program offerings either during or after school. Student expectations are communicated to them through the Parent Compact, Advisory period, and Student Handbook.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The Detroit Institute of Technology continues to improve itself through reflective surveys, various professional development activities including SMART Technologies, Summer Institutes for teaching skill development implemented within the past year and Restorative Practices, Parent Resource Center located within the school where we had sustained Parent Engagement Meetings throughout the year and 100% technology engagement where every teacher used netbook carts, labs, or laptop carts for student learning. DIT has developed partnerships with Ford, Life Remodeled, United Way etc.

Cody Detroit Institute of Technology high school receives funding from various programs and agencies. We received grants from notable donors in support of our collaborative efforts in planning and developing a school of academic gains. We will or have received funding from the following organizations: Skillman, United Way, Linked Learning Detroit.

Community service learning projects and students were continuously involved in creating the Detroit Institute of Technology school culture. DIT has participated in Robotic and Engineering competitions for the past with students receiving funding for college.

Over the next three years, DIT plans to incorporate a full STEM curriculum across the grade levels, expanding the program beyond the extended day program. All teachers are to be equipped with the same instructional technologies and interactive learning tools to improve student achievement across the board. ACT Preparation programs are being refined to assist in increasing student scores each year toward an ultimate goal of an average score of 21 for DIT students. Structural changes are in the works to improve our STEM classrooms and labs.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Cody Detroit Institute of Technology High School is part of the Detroit Rising Network of self-governing schools. The DIT adheres to a philosophy, instructional framework, organizational structure, student support mechanisms and accountability systems that are fully aligned.

Key principals for our school improvement model:

1. the College and Career ready Instructional Program
2. Distributed Counseling
3. Dedicated team of teachers, administrators and counselors
4. Continuous Professional Development
5. Extended School Day
6. Parent Involvement
7. Continuous Organizational Improvement.

The School Improvement Team in the 2008-2009, school year developed a comprehensive design model. This model is adaptable and has been reviewed and adopted in the successive school year of 2014-2015. Detroit Institute of Technology founding staff engaged in a year-long school redesign effort funded by United Way. These dedicated professionals along with our students, parents and community stakeholders are the beneficiaries.

State and District Assessments are administered quarterly and periodic assessments are given to evaluate and monitor the student's academic progress. In addition, the entire staff engages in data-driven decision making activities utilizing the assessments (data) results to develop academic strategies of support for our students in effort to close the achievement gap.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Leadership Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		DFT Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An addendum already exists (see attachment)	

Redesign Plan

Detroit Institute of Technology at Cody

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Latoya Hall-King Principal latoya.hall-king@detroitk12.org

Melba Wade Teacher melba.wade@detroitk12.org

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Aurelia Turner Teacher aurelia.turner@detroitk12.org

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Angela Thomas School Improvement Facilitator thomasa@resa.net

Dr. Irma Hamilton MSU Intervention Specialist hamil384@msu.edu

Denita Daniels DPS School Improvement Coach denita.daniels@detroitk12.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

Big Ideas

1. Integrate literacy across the curriculum across all grade levels.
2. Implement a multi-tiered system of support to address student behavior, culture/climate, parental involvement and community engagement.

State what data were used to identify these ideas

Data used to identify big ideas

In identification of the Big Ideas The Detroit Institute of Technology at Cody analyzed multiple sources of data which included achievement data and demographic data. These included MME data, Plan and Explore, MAP, and demographic data from National Forum on Youth Violence Prevention

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Detroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most importantly, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Principal Hall-King has helped to change the climate and culture of the school through her presence. Being visible with an open-door policy for staff, students, parents, and community has proven to be essential in the development of a positive culture at Cody-Detroit Institute of Technology. Setting clear expectations for all stakeholders and working collaboratively to ensure that those expectations are followed are two ways that she has gained quick wins within the Cody-DIT community, and increased the morale level on all fronts.

As the principal she was able to identify and focus on early wins with continuous communication with all stakeholders, which increased awareness and parental involvement (which was evidenced through attendance at parent-teacher conferences), as well as increased communication with staff and students through Staff Weekly Notes and ongoing grade level assemblies with students. In addition, she has helped to increase community partnerships to provide additional supports for students in academics (with Dual Enrollment and tutorial programs that run during and after school), as well as social/behavioral supports (with in school and out of school mentoring programs to address student social needs).

example, implementing an Advisory period in the student schedule in efforts to provide a student advocate with staff members and closely monitor student attendance, behavior, and academics, to provide the necessary support and intervention resources available to help students be successful. Also, she has instituted monthly Town Hall meetings with staff and students to discuss the organizational progress, allowing for a continuous needs assessment and school-wide input on strategies for improvement. This has created a positive impact on student achievement, because it allows for teachers to be proactive in student progress. It does not allow students to fall through the cracks because their academic, behavior, or attendance is only reviewed during progress report or report card marking periods. This gives each student a sense of awareness and ownership in the decision-making process for the building, as well as an outlet for addressing their individual needs with their student advocate during advisory.

As a turnaround leader Principal Hall-King was able to bring her knowledge, experience, and previous success with priority and low-achieving school reform initiatives such as research-based instructional strategies and grade/content level teams developed to meet bi-weekly to disaggregate data, create formative assessments, and develop educational plans that will help students reach the identified educational goals of each team, through intervention programs and resources to address areas of deficiency with content area standards.

Lastly, however most important, it is imperative to galvanize staff around big ideas. Mrs. Hall-King has had the opportunity to create buy-in through team building of staff and allowing for more opportunities for teacher leadership of school-wide initiatives such as Positive Behavior Support Intervention, Professional Learning Communities, and Staff-led Professional Development workshops than in previous years.

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals, the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity.

An example of the district's differentiated efforts can be observed through a collaborative effort with Learning Science International (LSI) school leadership coaching will take place. There will be a focus on providing targeted systematic support for principals in developing their skills as instructional leaders. This systematic approach will align with the development of school leaders and teachers within the school (DPS & LSI, 2014). Through an instructional audit these efforts will include site specific components such as, but not limited to, English Language Learners (ELL), Professional Learning Communities and Culture & Climate.

Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts, consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of "Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the enhancement, development and/or implementation of Instructional Leadership Teams and Professional Learning Communities.

Detroit Public Schools is also committed to providing professional development training to increase leadership capacity within the five competencies. The Office of School Turnaround maintains the data snapshot tool that encompasses each school's big ideas, achievement and demographic data. This tool is used to provide customized professional learning opportunities that focus on the big ideas outlined in each school's individual plan.

DPS will continue to support the school improvement efforts of all Priority Schools through its monthly Priority Schools Professional Development Series. Monthly district-wide/constellation meetings are utilized to review core instructional programs, build practitioner capacity of current research and best practices, school/district data review and address effective operational management procedures.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)

The District has developed evaluation processes for teachers and school leaders that is based on a set of professional standards that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability. These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

The teacher evaluation system (TES) began during the 2011-2012 school year. This system was first rolled out to the principals who in turn shared it with their entire staff in order to explain its inception as well as to seek teacher input.

Teacher Evaluation is a year-long opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

The evaluation process, which is transparent, rigorous, and equitable is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training
- V. Educator Responsibilities

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process

Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- Review your observation with the teacher
- Review the teacher's PLP and make recommendations
 - o Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Help review the list of possible assessments to use as measures of tracking student growth.
- Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

For the 2013-2014 school year 30% of the teacher evaluation was based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). Currently, for the 2014-2015 school year, 40% of the teacher evaluation is based on student growth. The percentage is set to increase by an additional 10% increment to 50% for the 2015-2016 school year. This increase is set to directly align with the State of Michigan's 50% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Identified Ineffective teachers will complete the evaluation process and be assigned a score of 69% or less.

In 2013, the District began the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, and creating a system of accountability. The District has revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

Recruitment

The district actively recruits highly qualified teachers in the areas of ELA, mathematics, social studies and science. New recruits are hired on the basis of content area certification, experience in working with at-risk youth and evidence of a proven track record in meeting student needs. Teachers will meet the needs of non-proficient students and assist in closing the achievement gap.

Additionally, there are opportunities to earn additional income via afterschool and summer school programs. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Turnaround Schools in increasing the pool of qualified teachers.

The District-University Student Teacher Program is designed to attract pre-service teachers from Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are led and mentored by Turnaround Schools' Cooperating Teachers.

Assignment

The district will assign all teachers to schools based on certification and endorsements. Existing staff within the school district will be assigned to classrooms based on teacher vacancies in the school. The school leadership team will assign teachers based on school data, experience and level of expertise.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Academic Engagement Officers, Assistant Principals, and Principals.

Retention

Detroit Public Schools values its teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive in ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn, the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialists, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Promotional Opportunity and Career Growth for teachers in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items, teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery and READ 180 teachers. These specialized trainings for Reading Recovery and READ 180 Program are aligned with meeting student needs at the elementary, middle and high school levels. Any teacher can be eligible for the program(s) due to sustained growth in

their classroom. Criteria for consideration will be that teachers submit their bid.fff

Teachers can earn additional income via afterschool and summer school programs. In addition, Professional Development opportunities will provide teachers with workshop pay and State Continuing Education Clock Hours (SCECHs) that can be used towards certification renewal. Also, when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership capacity.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

4A: Qualities of Professional Learning (PL) program

The staff at Detroit Institute of Technology at Cody will participate in ongoing, high-quality, job-embedded professional learning that aligns to the school instructional program as identified in the reform plan. The professional learning will be aligned to reflect our big ideas and will include a process for monitoring its impact on school-wide instructional practices. We have identified our big ideas to include: (1) integrating literacy across the curriculum across all grade levels, and (2) implementing a multi-tiered system of support to address student behavior, culture/climate, parental involvement and community engagement.

In support of our first big idea, professional learning that will help our teachers successfully use research-based methods of effective teaching to successfully implement strategies that address reading across the curriculum will include:

- Talk to the Text (informational text)
- Cornell Note-Taking
- Cooperative Learning Groups

The expectations for teachers upon completion of participation in professional learning will be that they will implement components of their professional learning into their classroom instructional practices within two weeks. The school administrator or his/her designee will monitor implementation of professional learning into instructional practices through the use of classroom walkthroughs and observations. The school administrator may also ask teachers to present classroom artifacts from students representing how the professional learning translated into the classroom instructional practices.

To further insure that professional learning is implemented into instructional practices, it will be the expectation that teachers, through collaborative planning time, will discuss the strengths and/or weaknesses as it relates to the implementation of a topic or strategy gained through a professional learning opportunity.

Teachers needing additional assistance as it relates to implementing instructional strategies gained through professional learning opportunities will receive the following support (reinforcement):

- Participation in peer observations
- Additional professional learning opportunities to reinforce the knowledge
- Mentor teacher

Work structure through which professional learning will be provided will include, but not be limited to, staff meetings, content/grade level meetings, district-provided professional learning.

More specifically, The Detroit Institute of Technology at Cody will devote one hour each Wednesday to a professional learning topic as identified through data analysis and teacher need. A professional learning calendar to identify topics discussed at the staff meeting will be established by the administration in collaboration with teacher leaders. The development of the calendar will be done between the months of May and July prior to the months of implementation.

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Additionally, content/grade level meetings will be utilized to promote teacher learning. The focus of content/grade level meetings will be devoted to analyzing data from the Instructional Learning Cycle. Teacher strengths will be identified and utilized via content/grade level meetings to support colleagues needing additional support with instructional strategies. Content instructional teacher leaders of each content/grade level will perform informal walkthroughs to provide teachers with feedback on instructional strategies or professional learning identified in content/grade level meetings.

During the 2016-2017 school year, analysis of student work will be addressed monthly through content/grade level staff meetings. Student work presented will be based on job-embedded professional learning that took place during the respective school year. Job embedded Professional Learning will be integrated into the work day through grade level teams that will take place in assigned classrooms every 1st and 3rd Wednesday of each month starting the 3rd Wednesday in Sept of 2015. These grade level team meeting will take for one hour on every 1st and 3rd Wednesday. These meeting will consist of teachers analyzing student learning and finding solutions to immediate problem of practice. Examples of student work that will be analyzed will include formative and summative assessments (ie Do Now's, Class work, exit tickets, quizzes and tests). Beginning September 2016, data analysis of student work will also take place by teachers during monthly staff meeting. Fifty percent of the time during monthly staff meeting will be dedicated to the analysis of student work and professional dialogue regarding reform effort to increase student achievement. Additionally time during building level professional development will be utilized as evident by meeting agenda and minutes, to analyze student learning and develop intervention straggles for academic support.

Planned professional learning will be grounded in daily instructional practices through uniform school-wide instructional expectations based on data analysis. Instructional expectations will be established based on topics covered in the professional learning calendar. Progress monitoring for the implementation of professional learning or instructional practice will be conducted by school administration through walkthroughs and formal classroom observations, feedback will be provided by Edviation (PD360). Edviation is a research-based tool for providing teachers with feedback on instructional practices. Teachers will utilize feedback on instructional practice to enhance/modify instructional delivery. Monitoring of instructional practices will support our instructional program - integrating literacy across the curriculum across all grade levels - by ensuring that teachers translate learning from professional development learning opportunities into day-to-day practices.

Staff will be provided with opportunities through planning time to analyze student work and data related to school-wide strategies implemented to address deficits in literacy. Moreover, staff will utilize designated professional development days to receive ongoing job-embedded professional learning to further enhance their instructional practices. Through the use of feedback and data analysis, professional learning opportunities will be modified to address student needs.

Our second big idea, which addresses the school's climate and culture, will be to implement a school-wide research-based PBIS (Positive Behavior Interventions and Supports) plan, and increase parent involvement.

beginning September 2015. The Detroit Institute of Technology at Cody High School staff, and parents will be provided with professional training on the development and implementation of the PBIS. The expectations for teachers will include strategies and techniques from the professional training in their daily instructional routines in the classroom. Parents and/or guardians will use strategies and ideas from the professional training to reinforce the educators' routines and procedures.

PBIS progress will be monitored through attendance and the number of disciplinary referrals reported within the Student Informational System (SIS) for The Detroit Institute of Technology at Cody. Staff and parents will be provided an opportunity to review and analyze this information during regular Local School Community Organization meetings (LSCO) to discuss strategies for interventions as needed. Staff and parents will use parent-teacher conferences to receive ongoing professional development from the local and district PBIS experts. Teachers will focus on finding solutions to immediate problems related to student progress of career and college readiness standards. Based on their finding teachers will develop formative and summative assessments to address areas of deficient to be used on a daily basis. Lesson plans will be reviewed and updated as needed by the teacher.

The professional learning program at Detroit Institute of Technology at Cody will support our instructional program of integrating literacy across the curriculum in all grade levels and the implementation of a multi-tiered system of support to address student behavior, culture/climate, parental involvement and community engagement. Staff professional development to address the instructional program will be purposeful and intentional in helping to increase student learning and improve climate and culture. To ensure that professional learning is

translated into daily classroom practice, bi-weekly PLC meetings will be established to monitor teacher progress toward the implementation of learning occurring through professional development workshops/sessions. Moreover, formal administrative classroom walkthroughs, lesson plans, and teacher evaluation rubrics will be used to evaluate implementation of instructional strategies obtained through professional development opportunities. Based on the result of the PLC meeting Job embedded PD (local and district) will focus on strategies to meet the need for student improvement.

Based on teacher observation, staff referrals, suspension and detention lists, students identified as having constant behavioral challenges will be referred for PBIS restorative practices. Beginning January 2015, all staff members will be trained in the Restorative Practices Process in an effort to address behavioral and social skills and foster a healthy school climate.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

Current DPS Office of School Turnaround Structure: Roles and Responsibilities

The District has created an Office of School Turnaround which includes the following staff:

Assistant Superintendent for Priority Schools - The Assistant Superintendent is responsible for the coordination, monitoring and evaluation of all Priority School support (such as Wayne RESA, external partner providers and others), in order to fully implement the selected reform model. In addition, the Assistant Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external providers.

Director of 21st Century: Focuses on academic achievement by providing enrichment activities that focus on real life experiences and community involvement. Family services are also incorporated. A pastoral model is implemented which looks at the needs of the whole child. There are twenty DPS schools in the 21st century program, 16 of which are Priority Schools.

Student Achievement and Assessment Manager(s): The SAAM's are responsible for supporting schools in the collection and analysis of school-wide, district and classroom data to ensure data driven decisions. The SAAM's also facilitate and organize the professional development process for priority schools that are based on data with a focus on job embedded professional development. This includes instructional audits, leadership coaching and instructional coaching based on each building's specific needs.

Instructional Specialist(s): Work with school teams (Instructional Leadership Teams, Professional Learning Communities) and Title I professionals.

School Improvement Coaches: Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendent of Priority Schools.

Grant Compliance Office: The Grant Compliance Office will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

MDE (State Reform Office) is utilized to review the Reform/Redesign plans for Priority Schools and provide feedback on the state level.

Sharing Information, Removing Barriers and Informing Plan Refinement

DPS Priority Schools undergo a process including the following entities: DPS (Office of School Turnaround), and Wayne RESA. These offices support personnel and coaches by attending on-going structured monthly meetings. These meetings take place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss Priority School quick wins, challenges, brainstorming and need-to-know information.

Additionally, schools meet to coordinate services on a monthly basis with the DPS Office of School Turnaround, Wayne RESA, and other partners. In these meetings, schools review their Reform/Redesign Plans and determine additional next steps to inform plan refinement.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

#6A: Process for Selecting Instructional Program

Areas of focus revealed through data dialogues, led The Detroit Institute of Technology at Cody to identify two 'Big Ideas ' that will assist us

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in making rapid improvements in student achievement.

1. Integrate literacy across the curriculum across all grade levels.
2. Implement of a multi-tiered system of support to address student behavior, culture/climate, parental involvement and community engagement.

In identification of an instructional program Detroit Institute of Technology at Cody analyzed multiple sources of data which included achievement data and demographic data. According to our current 2014 MME data, less than 10% of all students performed at the proficiency levels in Math, Science, English Language Arts, and Social Studies. There was some improvement: between 2012-13 and 2013-14 some students moved from Level 3 to Level 4 in Social Studies and Writing.

In review of Detroit Institute of Technology at Cody, the data sources Plan/Explore and MEAP/MAP revealed that all students (male, female, economically disadvantaged) were less than 10% proficient across all subject areas. Additionally, students were less than 10% proficient in all subjects on the MME.

In review of 2013-2014 academic year for the Detroit Institute of Technology, our demographic data from the National Forum on Youth Violence Prevention revealed that of the 245 students enrolled, 206 students received free or reduced lunch, 104 students were identified for Special Educational services, 3 students were identified as English Language Learners, 239 students were Black and/or African American, 2 student were Hispanic and 4 students are White and/or Caucasians.

Of the 376 students with attendance in the school at some point during the 2013-2014 year, 44 students were absent between 1-5 days, 34 were absent between 6-9 days, and 298 were absent 10 or more days. There were 51 students who were involved in 82 incidents with discipline referrals (disciplinary conduct, or school rule violations), 36 students had only 1 referral, 13 students had between 2-5 referrals, and 2 students had 6 or more referrals.

6B: Qualities of Instructional Program

College Readiness Standards were reviewed and analyzed, and as a result of incorporating instructional strategies aligned with career and college readiness we have identified: 1). Talk to the Text 2). Cornell Note Taking 3). Cooperative Learning groups.

These strategies have been chosen to address the critical achievement gaps in reading in all content areas and among all demographic groups.

- Talk to the Text, a main component of Reading Apprenticeship, has been proven to increase reading performance across the curriculum and works well with all grade levels. Talk to the Text helps students tackle challenging materials by developing metacognitive and critical thinking skills. Students become more aware of their interactions with texts, learning to link their prior knowledge to new concepts, make predications, ask questions, and build understanding with complex materials.

- Cornell note taking is an organizational thinking process. This will help students learn a systemic process and the use of critical thinking skills as they relate to lectures, reading and other subject areas of analytical reasoning, which typically results in improved test scores.

- Cooperative learning groups will assist the students in peer interactions (questioning and challenging each other; sharing and discussing their ideas), which will enhance the instructional effectiveness of the teacher. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The skill set developed through the cooperative learning groups will provide students with higher achievement, healthy relationships with peers, more metacognition and greater psychological health and self-esteem.

The leadership team will supervise the implementation of the instructional program: Integrating literacy across the curriculum beginning the fall of 2015 and continuing through 2018, providing high quality professional learning as needed by experts from local, district, and state levels. The success of this plan will be tracked through bi-weekly grade level team meeting, lesson plans, administrative walk through, informal/formal classroom observations and student work.

We have adopted Positive Behavior Intervention and Supports (PBIS) to address the current culture/climate at Detroit Institute of Technology. PBIS strategies have been chosen to address attendance and the behavior based on the information provided from the National Forum on Youth Violence Prevention. PBIS is a research-based program that will maximize academic, social, and behavior outcomes for students. Moreover, research has shown that when parents are involved in schools, education improves.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

7A: Use of Student Data

Student data will be analyzed and disaggregated bi-weekly during content/grade level meeting using informal assessments such as quizzes, tests, and class work that will include Do Nows and exit assessments.

The school uses the following mechanisms to identify students' needs: student and parent surveys, district and state social workers, counselors, special educational service providers, early warning indicators (attendance, behavior, and academic changes) family referrals, teacher referrals and student self-referrals.

Tier II and Tier III students will receive multiple school-based supports from counselors and district and state social workers. Tier III will receive pull-outs on Wednesdays by special education teachers for academic support. Tier II students will work in cooperative learning groups in the classroom, thereby receiving academic support from peers and the teachers. Additional support will be provided through student-led parent-teacher conferences, student of the month displays throughout the building, and articles in the school newspaper. Content area and special education lead teachers, administrators and counselors will monitor results through the use of content-area service logs along with academic assessment and perception data.

Student academic data will be used to plan for the instructional and skill needs of individual students in Tier II. Teachers will use the data to organize cooperative groups, and during bi-weekly meetings staff will discuss the effectiveness of groups and the need for changes based on the student data. Planning for instruction to meet the academic needs of individual students in Tier III will occur during Wednesday pull-outs with Special Education providers. Additional support will be provided by the school social worker and speech therapist. Lead content and Special Education teachers will monitor progress and provide feedback to the regular education content-area teachers on a weekly basis during feedback conferences.

To monitor the effectiveness of the instructional practices outlined in the instructional program - integrating literacy across all grade levels - multiple forms of data will be used including Star Reading and Star Math, MAP, teacher assessments, student work, attendance and teacher referrals. Lead content and special education teachers will monitor progress on a monthly basis during monthly staff, grade-level and data-team meetings. Teachers will use the data to monitor the effectiveness of the instructional practices, differentiate instruction, and modify targeted instructional groups (Tier II and Tier III).

The outcomes of the instructional program will be evident through a 10% increase in student achievement as measured by MAP data, grade-level common assessments, and STAR Reading data. Outcomes of the focus on culture and climate will be evident through a yearly increase of 10% in attendance and a 10% decrease behavioral disciplinary data. To assess the desired outcome of our instructional program, a variety of data sources such as achievement, demographic and perception data will be analyzed monthly. The outcomes of this data will be used to modify the instructional program as needed.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Increased Time for Core Subjects:

The district has increased time in all core subject areas. Reading has a 120 minute block. Math has a 90 minute block. Science and Social Studies have a 45 minute daily block.

Time for Enrichment: Enrichment activities are built into daily lessons through the use of core programs in Imagine It Reading and Envision Math.

Imagine it designates independent work time for 25 minutes. The teacher will create work stations at which the students work on increasing their knowledge in the areas of fluency, comprehension, phonemic awareness, phonics, and word knowledge.

Math utilizes a block schedule. Teachers use the first 45 minutes to teach the current lesson according to the curriculum pacing.

The second 45 minutes is used for enrichment. Teachers will integrate Differentiated Instruction and Intervention for the diverse students in the classroom such as ELL, Special Education, struggling and advanced students (i.e., Differentiated Instruction Strategies, Accelerated Math, Math Facts in a Flash, Mathematics Projects).

The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

Time for Professional Learning:

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. The teachers also share a school wide common preparation periods on Fridays. During these school collaboration periods, teachers and administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans, conduct data dialogues, and develop and coordinate work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, In an effort to reduce systemic barriers of increased professional learning the District will assign two additional teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

9A: Student support

The school plan for providing student support will include a mechanism for identifying student's social and emotional needs. The criteria for receiving support from the school will consist of a point system based on the ranking of disciplinary actions. This point system will determine which local and/or community intervention supports will be implemented for each student identified. The ranking system will be established as set forth in the school's PBIS guidelines for promoting positive behavior. The referral process will include student surveys, staff and administrative referrals, and parent referrals. During weekly scheduled staff meetings, the school's Resource Coordinating Team (RCT) will discuss student behavioral referral data and identify the ranking according to the PBIS system. Student support services from school base and community partners will include:

School Based

Counselor -Address academic and social needs

Social Worker - Address the social needs

School Physiologist - Evaluate student to determine appropriate academic support

College Advisor - Support students in career and college decision making

Community Based

Don Bosco Youth Program - Youth Mentoring Program

The United Way - Provide voluntaries to support various school programs

BOACH - Provide broad based services that include career planning, computers to enhance the curriculum, and enrichment to the culture and climate.

Deloitte and Ernest Young Corporation - Career readiness program

City Year - mentoring and tutorial support agency

Detroit Youth Violence Prevention Incentive - Provide support for student social and emotional support.